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A program designed to counteract problems brought about by cultural lags in the backgrounds of children of minority groups is presented.

Seven teams, representing a wide range of situations and composed of an administrator and two teachers, attended meetings for three weeks. Objectives were: identification and clarification of concepts of culturally disadvantaged learners; selection and clarification of some of the basic problems, techniques, and issues in educating the culturally disadvantaged; assignment of priorities to the identified problems for school team action programs; development of proposed solutions and courses of action by the school teams; and consideration of types of action that might be undertaken by community agencies.

Two lectures on each area were followed by discussion. Individual team problems pertaining to each topic were presented. Planned procedures were developed for application in the schools. Followup visits and a future conference are anticipated.

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BUREAU OF EDUCATIONAL RESEARCH
North Carolina College At Durham

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SCHOOLS AND CULTURALLY DISADVANTAGED LEARNERS

Joseph P. McKelpin

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A Report of the Institute on the Education of
Culturally Disadvantaged Learners
June 15 - July 3, 1964

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Jointly Sponsored by the
Southern Education Foundation
and
North Carolina College at Durham

August, 1964

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ACKNOWLEDGMENTS

The twenty-one participants in the institute on the education of culturally disadvantaged learners held at North Carolina College at Durham from June 15 to July 3, 1964 had the benefit of the thinking and planning of a lot of people. This is indicated not only by the succession of competent individuals who served as consultants as indicated by the provisional schedule of events, but also by those who participated in various ways in the planning that began in October and continued in diverse forms through April and May. As director of the summer institute, I wish to thank all of these individuals for their stimulation and challenge which constituted needed assistance in planning and carrying out this program.

One who participated in all of the above, but in addition was a constant source of wisdom and help when plans seemed stymied, was William H. Brown, Dean of the Graduate School. Our special thanks are extended to Dean Brown. To the Southern Education Foundation, without the support of which this project would never have materialized, we owe more thanks than we can communicate by "Thank you," but that is all we have and we are full of gratitude. Thanks should also go to Mrs. Evelyn M. Waddell who not only turned out materials during the institute at the rate of a high speed computer, but who also provided extreme helpfulness in preparing the materials here reported. Although many individuals helped in the development of the project, the responsibility for the contents of this report is the writer's alone.

Joseph P. McKelpin
Director of the Institute

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INTRODUCTION

As science and technology are applied to an ever-widening range of problems of living, the physical and sociocultural environments with which humans must cope undergo transformations with increasing rapidity. The successive environments with which the members of a generation must learn to cope in contemporary western civilization constitute a far greater number than any previous generation has had to face. One consequence of the rapid transformations of environments is the need for providing effective and efficient educative experiences for all population groups. This is true for the reason that, so far as we know, talent whether potential or developed exists in all population groups. And our technological world requires an ever expanding pool of educated manpower for its operation and use. Therefore it is now imperative that talent wherever it may exist should be identified and developed, not only for the benefit of the individual who has the talent, but also so that the community may have the advantage of his increased competence.

One way of increasing the talent available is to identify and develop the potential residing in special groups which have not contributed their fair share of talent to the pool in the past. Why some groups have not contributed their fair share and how this condition can be remedied were the primary concerns of the efforts to be described in this report, with particular reference to Negroes in North Carolina. The institute on the education of culturally disadvantaged learners was designed to be an intensive training

experience for inservice teachers and principals. This account was developed to give a clear picture of the basic aspects of the program to concerned persons and agencies. It was felt that in order to have such a picture one should have the situation delineated, the conceptual framework outlined, the elements of the action research design specified, results of the planning described, and the next steps projected. These items are the principal ones of this report.

The notion of the institute was to design and carry out an action research project involving school teams as participants the consequences of which would be the planning and execution of action research projects on the local school level concerned with providing more adequate educative experiences for culturally disadvantaged children and youth. In order to make this methodological intention explicit, the ideas presented in this report under the subtopics "The Situation" and "The Problem," except for the last item, designing and conducting the test, were cast in the form in which they appear in the report after the institute was ended and this report had to be prepared. But the basic ideas were presented through discussions in various group-work sessions at points where they were relevant to questions at issue. These ideas were put in their present form, then, as a means of indicating the conceptual framework out of which the design of the institute developed and in terms of which the results should be evaluated.

The Situation

Many children who are born to and/or reared by many adults who are full-fledged members of any of the various groups recognized as occupying social spaces outside the mainstream of American life regularly face problems in making appropriate adjustments to school situations. Examples of such groups, variously referred to as disadvantaged, deprived, depressed, underprivileged, etc., are Puerto Rican and Spanish-American landless farm workers, reservation Indians, sharecropping and tenant farming Negroes, and white Appalachian independent subsistence farmers. However, not all of the children of members of these groups fall into this category and not all culturally disadvantaged learners come from these specific groups. The children face problems whether the social groups in which they are growing up occupy their positions outside the mainstream by virtue of choice or by force (16).

Providing appropriate educative experiences for children from disadvantaged or underdeveloped groups is being increasingly recognized as an imperative problem with the highest priority the solution of which will require the exercise of all the ingenuity historically attributed to Americans in general and to American education in particular. An example of this increasing recognition and commitment is reflected in a recent editorial of a forward looking newspaper commenting on the "anti-poverty" bill before Congress and the role of the North Carolina Fund as a pilot action.

> . . . Special emphasis on plans by the North Carolina Fund has been on creating opportunities for young people whose futures are blighted because they are born into circumstances of economic, cultural, and intellectual poverty.
>
> It is clear that many persons set down in such circumstances will never gain the education and skills they could achieve without these handicaps. It is equally clear that their lack of education and skills can cost them and their community dearly in an age when this lack is a ticket to unemployment and thus to dependency on community help.[1]

The problem of the existence of a whole category of unmet educational needs of children from underdeveloped groups was first identified and highlighted in the nation's largest urban centers. The novel dimensions of educational needs in depressed areas probably attained visibility as the result of population mobility which was triggered by a host of social forces. However, the behavior which constitutes the crux of the problem is probably the consequence of the operation of factors that are fairly pervasive throughout American life. The influence of these factors is critical in the production and maintenance of disadvantage in selected social groups even though they are not yet widely reflected in the literature of the maturing social sciences with sufficient clarity to permit a definition of the problem capable of wide acceptance for action. Therefore, in light of the urgency of the problem and the inadequate state of public

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[1] Durham Morning Herald, August 8, 1964, p. 2A.

knowledge to deal with it definitively, a reasonable and a responsible orientation for those who feel any sense of commitment for the education of disadvantaged learners would seem to consist in the development of limited action programs consistent with their resources and sphere of influence. Such action programs should be designed to test the feasibility of promising hypotheses for eliminating, or at least mitigating, the disabilities incurred by culturally disadvantaged learners and, the influences which produce the disabilities.

The Problem

In light of the situation described above and the commitment of the writer to the ideal of equality of educational opportunity, particularly where the culturally disadvantaged learner is concerned, it was necessary, as a basis for designing an action program, first to develop a conceptualization of the culturally disadvantaged that could be communicated to those who would participate in the action project. This conceptualizing had to be done in terms of the experience of the writer, who himself originated from disadvantaged circumstances, and expressed in terms which would be sensible to the prospective participants who themselves originated from similar circumstances. It should be clear then that under these conditions neither the sender nor the intended receivers of the proposed message could be regarded as completely free of all disabilities incurred as a result of their ascribed status. Therefore this problem statement will consist first of the writer's account of his bout with the conceptual

dimension, and then the attempt to indicate the aspect of the problematic situation on which attention was to be centered and for which a solution was to be sought.

Understanding Cultural Disadvantage

One of the most difficult tasks confronting individuals who attempt to make meaningful statements concerning the "culturally disadvantaged child" is to convey to a group of listeners a clear and defensible idea of what child they have in mind. That this should be so is perfectly natural, however, because the notion of any child's being disabled by the culture of his group is a relatively new one recently unearthed by the efforts of cultural anthropologists and educators working at the frontiers of social knowledge. The clarification of the term seems to require the examination of several other concepts and of how the referents symbolized by these concepts operate to produce what has come to be recognized as the culturally disadvantaged or deprived child. These matters will now be considered in turn.

In the first place, it should be recognized that the disadvantaged child is an immature member of a social group which occupies a disadvantaged position in the larger American society. This is true for certain members of the following groups: Puerto Ricans, American Indians, Spanish-Americans in the Southwest, Appalachian whites, and Negroes. The disadvantaged position of each of these groups consists in the fact of <u>isolation</u>, whether voluntary or enforced, from the larger American society. <u>Isolation</u> is not just a matter of geography. Peoples can be geographically

close and yet be culturally isolated. Isolation as used here refers to the fact that social contacts between individuals who are members of different groups are restricted so completely that the groups prefer to live apart geographically; or though living in geographic propinquity, the relations between individuals from the two respective groups are so limited and patterned that the individuals react to each other as sterotypes. No common-human, cross-cultural communication is possible. They cannot under such circumstances come to know each other as persons. This limiting and structuring influence can be seen wherever two distinctly different social groups occupy a common site, whether it be geographic, economic, educational, religious, or political.

In the second place it should be recognized that all human societies are characterized by culture. This is the big difference between human and non-human societies.[2] But what is this thing called "culture"? In terms of the least common denominator, "culture" refers to the accumulated ways of feeling, thinking, and acting that a social group has developed through several generations for coping with its environment. Culture is transmitted or passed on to each new generation through symbolic interactions between the rising and the older generations. There should be no comfusion of culture (with a small "c"), referring to the ways of feeling, thinking, and acting that characterize a social group,

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[2]Kingsley Davis, Human Society (New York: Macmillan Company, 1949), p. 52.

with Culture (with a large "C") used by some people to refer to the coveted manners of the upper social classes.

The significance of the fact that all human groups are characterized by culture can be seen by examining the function of the mechanism of culture. By offering each member of the rising generation in a social group the results of the experiences of previous generations in terms of models of feelings, thinking, and acting regarded as appropriate for meeting persistent problems, culture enables each new generation to begin the race of life with the stage to which the previous generations have progressed. This time-binding function of the mechanism of culture is what entraps the socially isolated group. Deprived of the informing mechanism of the central value system of the parent society which ordinarily provides information as a basis for self-correcting and self-realizing behaviors, members of the isolated social group tend to continue in use, long after they have ceased to be relevant to the central realities of persistent problems, models of feeling, thinking, and acting, no longer appropriate, or they develop distorted models. However, in their isolation, how are social groups which occupy social spaces outside the mainstream of participation of parent society to know that many of their behaviors are not appropriate. This analysis makes clear the fact that cultural lag or distortion is a function or result of social isolation. And the greater the isolation, the greater the disadvantage incurred by the rising generations.

The evidence of the effect of cultural isolation can be seen clearly. In economic matters, the Appalachian whites represent a case in point. If they are observed closely the effects of their

isolation can be seen in their educational orientations, in their worship, in the ways they amuse themselves, and in their archaic politicking. Another case in point, to come close to home, is the Negro. And this is true for the Negro whether he lives in the rigidly segregated South or in one of the many ghettos which make up the depressed urban areas outside of the South.[3] Everything said about the white Appalachian applies to the Negro, too. The forms that the effects assume are different due to the Negro's history. What can be found in both cases is that the ways of feeling, thinking, and acting as tools for coping with environmental realities which are being passed on to the rising generations in these groups were either abandoned by members in good standing in the parent society sometime ago or never developed in the first place. This cultural lag or distortion is not restricted to the Appalachian or Negro peoples, it will be found to be characteristic of any social group which remains isolated for any protracted period from the parent society. The lag or distortion which is the effect of social isolation is reflected not only in the ends which compel members of the isolated social group, but also in the means employed to reach these ends. In contemporary living when the application of science and technology to more and more of the problems of society with the consequence that environmental transformation is being effected in increasingly

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[3]A. Harry Passow, Education in Depressed Areas (New York: Bureau of Publications, Teachers College, Columbia University, 1963).

shortened periods of time, children who grow up in socially isolated groups face a bleak future unless science and technology can be applied to this sector of contemporary living with their usual effectiveness.

In the third place, immature members of the rising generation, through the process of symbolic interaction with significant others, develop views of themselves, of other peoples and social institutions, and of the world which are grossly inadequate and inappropriate from the standpoint of acquiring the prerequisites of an independent and constructive life. And these views they develop by virtue of their membership in a socially isolated group. In effect, then, from their culture children of adult members of socially isolated groups incur certain disabilities which militate against their acquiring "the prerequisites of an independent and constructive life" in the words of the Educational Policies Commission. Now if personal development and academic achievement, commensurate with potentials, represent the prerequisites for an independent and constructive life, then the school might be expected to serve as a focal point of action. However, for the Negro, the public school in all too many instances has been used to perpetuate social isolation both in its form and in its effects. The social isolation takes the form of inadequate and inequitable provision for educational opportunity: the Negro separate public school.[4] The effects of this form of cultural isolation can be

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[4]Virgil Clift (ed.), Negro Education in America (New York: Harper and Row, 1962), pp. 171-182.

seen not only in the inadequate preparation which students receive for being successful in subsequent stages of their lives, but more importantly in the paralytic influence that such isolation levies on the self-image and on the level of aspiration. These effects live on in the lives of improperly prepared persons to trigger personal maladjustment; they also live on in terms of unrealized potential which may never be available to accomplish the many and unending tasks required to maintain, safeguard, and enhance the national character. However, during the interval defined by the desegregation decision and the full implementation of the decision, the Negro separate school can be made into a very effective means for compensatory education.

In the fourth place, attention needs to be directed toward seeing how the effects of sociocultural isolation are manifested in the behavior of disadvantaged learners and how middle-class oriented teachers react to such behavior, unless specially prepared. The typical child whose growing up has been done in a social group which is isolated, comes to school from a background of experiencing in which the process of symbolic interaction has gone awry. The effects on the child are reflected not only in a language that is completely ungrammatical, but also boasts of a vocabulary replete with four-letter, Anglo-Saxon words commonly used by significant adults in his background for which he knows no acceptable synonyms in middle-class language. His own self-image is negative and his image of the representatives of social organizations and institutions as well as other social groups betrays his fear of them as exploitative or punitive. The models

of adult maturity towards which he gravitates do not require extensive education with the emphases on self-development, self-discipline, language that conforms to formal criteria, and manners which reflect the inherent dignity and worth of others as individuals. And he may be completely innocent of any ideal of personal cleanliness and good grooming. These are some of the behavioral characteristics which serve as distinguishing marks of some children who suffer the effects of socio-cultural isolation. Other effects are more subtle. These children find school alien to their unmet needs and so they do not typically invest much of themselves in its activities, either emotionally or intellectually, with results that are fairly well known.

In many schools children who have incurred disabilities as a result of their membership in socioculturally isolated groups constitute the majority. This is especially true where the members of a social group cannot engage in certain prescribed sectors of public participation. Under such conditions, the culturally adequate child learns to behave in a fashion approved and respected by his peers and the majority of the members of his social group. And this points to one of the most fatal effects of sociocultural isolation: the tendency of otherwise potentially self-directing and creative individuals to take up the ways of behaving that may lead eventually to delinquency, unemployability, and dependency.

The reaction of the typically middle-class oriented teacher who is confronted by a child whose behavior is the product of the accumulated effects of cultural isolation is predictable. The

teacher typically has had no professional experiences designed to equip her to handle such behavior. Furthermore she feels offended and indignant to be confronted with such behavior. Such a teacher may try anyone of a variety of approaches. The teacher may try to be authoritarian; the child conforms outwardly, for a while at least, then his inner hostility and resentment may erupt one day. The teacher may try permissiveness; the child is distrustful and contemptuous of such weakness. The teacher may feel that the child's language results from lack of opportunity; he teaches the child the rules which are learned by the child, but since language is primarily habit, he continues his ungrammatical speech. And so on ad infinitum until the teacher has exhausted all of the conventionally conceived approaches, has achieved no marked success, and feels utterly incompetent with the child from a socio-culturally isolated group.

In recapitulation, cultural disadvantaged can be understood by appreciating the effects of four factors not as single factors taken one at a time, even though this analysis was limited to such a presentation, but as elements of a whole. The child is a member of an isolated social group. An isolated social group is deprived of the directional impetus of the central value system (culture) of the parent group. Through the process of symbolic interaction members of the rising generation in isolated social groups inherit a set of ways of feeling, thinking, and acting for coping with realities which is increasingly inappropriate by virtue of being out of date or distorted. The child who has inherited this set of ways of thinking, feeling, and acting finds,

as he behaves in terms of the only categories he knows, that the powers that be outside his social group act as if something is wrong with him, especially the teacher. And the teacher after exhausting a bag of tricks to make the child into the spitting image of cultural adequacy from the standpoint of the specifications of the mainstream is filled with a sense of anxiety. This sense of anxiety shows itself at one time in indignation at the intractability of the child and at other times in misgivings for failure to be successful with the child.

Corrective Assumptions

Now, lest the picture described so far give the impression that the situation should be regarded as hopeless, two self-fulfilling assumptions should be noted to restore perspective. Both of these are basic enough to undergird the work of all teachers. The first assumption is that the power to profit from experience is normally distributed in all social groups. Thus, social differences in behavior can be regarded as a function of the quality of the experiences to which people have been subjected. In other words, the conditions of a person's experiencing determine the set of meanings which guide his behavior, his reactions to confronting situations. And this leads to the second perspectivistic assumption: all human behavior is learned and all learning is affected by two sets of conditions: external conditions consisting of physical and social environments and internal conditions consisting of genetic and cultural equipment.

The implications of the assumptions specified above are that the behavior of human beings conforms to this basic model: The

reaction of any particular person to any particular situation is determined by the set of meanings which that person has developed and/or accepted as a result of previous experiences. If this is so, then it is clear that the culturally disadvantaged learner got that way through living and learning, and, given certain conditions, he can acquire a different set of behavior patterns through selective experiencing.

In summary, the disadvantaged learner is the learner who comes from a socioculturally isolated group. His disablement consists in the models of behavior which he strives to internalize. All of the considerable influence which can be exerted by a social group to assure its perpetuation is being focused on the socio-culturally isolated learner to cause him to embrace these models. If the teacher is to be successful with the children, he must not only understand them in general, he must know them as individuals and be able to accept them as individuals. Beyond this he must have a defensible rationale for education. Even then he must be prepared to experience failure with some of these children, but the proportion who can be headed in the direction of acquiring the prerequisites of an independent and constructive life can be increased.

The Specific Problem

The conventional preparation of educational workers and the traditional development of educational programs were both conceived and are executed to be effective with children and youth whose social, economic, and intellectual characteristics are sharply different from those of learners who come from socioculturally

isolated groups. Therefore there is now an imperative need for educational workers and laymen to learn to percieve such learners in ways which will enable them to institute conditions and programs designed to release the potentials of these learners to achieve a more adequate personal development and academic success commensurate with their intellectual potentials. This will require, among other things, that the goals of education be reconceived in sufficiently broad terms and that a wider range of means than that now characteristic of conventional schools be employed to reach the broader goals of education.[5]

In light of this statement of need the problem was formulated thusly: How can schoolmen and laymen conjointly provide for raising the level of personal development and academic achievement of culturally disadvantaged learners? This formulation of the problem resulted in the adoption of the following action hypothesis: The power of schools and communities to institute conditions and programs for releasing the potentials of culturally disadvantaged learners is determined, in part, by (1) the perception of these learners by schoolmen and laymen, and (2) the extent to which schoolmen and laymen conjointly act on the basis of reflective thinking in educational undertakings. An assumption underlying this action hypothesis is that school teams which include the principal can secure the participation of those lay people in a community whose influence may be required in program development.

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[5]Ralph W. Tyler, "Can Intelligence Tests Be Used to Predict Educability?" in Eells, Kenneth, et al. Intelligence and Cultural Differences (Chicago: University of Chicago Press, 1951), pp. 39-47.

If the modes of perceiving disadvantaged learners and the problem-solving behavior of these responsible for community conditions and school programs determine the power to provide appropriate learning experiences for these learners, then

1. The involvement of teams of schoolmen from selected schools, with administrative support, in planning action projects for educating disadvantaged learners will provide concrete experiences through which positive and informed perceptions may be developed.
2. The participation of a team of schoolmen from a selected school in a summer work conference for three weeks, composed of similar teams from other schools to plan action projects will provide direct experiences in the use of principles as a basis for selecting, adopting, inventing, and appraising techniques and procedures, and conversely, the use of techniques and procedures as bases to test, modify, and formulate principles.
3. The provision of a variety of consultants for the work conference, both theoreticians and practitioners, will aid in the development of positive and informed perceptions of disadvantaged learners and in the practice of dynamically relating principles and procedures.
4. The participating schoolmen can make the roles of laymen in their respective communities a special object of study and can develop ways of securing the cooperation of such laymen in assuming the roles.

5. The initiation, execution, and evaluation of action projects planned by schoolmen and designed to release the potentials of learners from socio-culturally isolated groups will reinforce positive and informed perceptions as well as problem solving behaviors.
6. Experimentation sustained over a period of years, with administrative and community support, together with whatever support from outside sources may be secured, will reinforce the perceptions, attitudes, and skills needed for providing really educative experiences for culturally disadvantaged learners.

Designing and Conducting the Test of the Action Hypothesis

The notion of an action project, designed to result in planned action projects to be initiated and operated by participants in the original undertaking, led to the development of what was called the Institute for the Study of Culturally Disadvantaged Learners. This title was appended by someone in a higher administrative echelon apparently in response to an imperative demand for a title to be included in some announcement. However, the experiences planned were not affected by the title.

The general outline of the program for the institute was developed during the Fall of 1963 and a proposal for financial support was submitted to the Southern Education Foundation in December, 1963. The proposal requested, among other items,

stipends to cover the costs of board, lodging, and fees of participants for the duration of the institute. When notice was received that the request for funds had been approved in the Spring of 1964, all superintendents of local administrative units in the State were apprised of the nature of the program and invited to nominate a team from one of their schools to participate. The teams were to consist of the principal and two teachers. An alternative was specified as the unit supervisor and two teachers from a single school. The reasoning underlying the team idea was that a group of people from one unit, especially with the inclusion of the principal, would have a better chance of getting an innovation under way and making a difference in practice.

The response of the superintendents was more than gratifying, it was overwhelming. More than ninety teams were nominated. Thus confronted with a problem of selecting seven teams out of the more than ninety which had been nominated, the solution was arrived at in terms of doing what could best be done and including as wide a range of situations as possible consistent with resources for the summer of 1964, then hoping to accommodate a larger number of teams in the following summer.

With the foregoing description of events leading up to the commencement of the program on June 15, 1964, the basic design which was printed by the end of May will be cited verbatim to indicate the major strategy for testing the action hypothesis.

Institute on Educating Culturally Disadvantaged Learners

This Institute on Educating Culturally Disadvantaged Learners was planned to help inservice teachers move in the direction indicated above. The pattern of the Institute is described below.

A. Objectives

The Institute is designed to afford opportunity and positive aid for school teams to understand culturally disadvantaged learners and to plan ways to accelerate their academic achievement. Specifically, the Institute will emphasize:

1. Identification and clarification of some of the concepts of culturally disadvantaged learners
2. Selection and clarification of some of the basic problems, techniques, and issues in educating the culturally disadvantaged learners
3. Assignment of priorities to the identified problems by school teams
4. Development of proposed solutions and courses of action by school teams
5. Consideration of types of action that may be undertaken by community agencies other than the schools

B. Procedures

1. The three hour period will, by and large, be used for the following kinds of activities:

   a. First hour: Provision of information about teaching-learning situations in depressed areas as a basis for group discussion

   b. Second hour: Presentations by selected consultants on scheduled topics with questions and answers afterwards

   c. Third hour: Whole-group and school-team work sessions for identifying problems, developing projects, and reporting progress

2. For certain topics which may require more extensive exploration, both in presentation and questions and answers, two of the three hours will be used.

3. A combination filmstrips and tape recordings will be used for Studying Teacher Influence during the third week.

4. Panel reports and role-playing by participants on selected topics and problems

5. An annotated bibliography will be provided and some items will be specified as required readings.

C. Provisional Schedule of Activities

1. Monday, June 15

8:30 Registration
10:00 Orientation
11:00 School Situations - Summary of Self Reports

2. Tuesday, June 16

9:00 Characteristics and needs of disadvantaged learners
10:00 "The Family as a Factor in Cultural Disadvantage" - Edwina Williams
Associate Research Director
North Carolina Fund
11:00 Team problems

3. Wednesday, June 17

9:00 Using Written Work to Find Out about Children
10:00 "Some Characteristics of Educational Programs for Culturally Disadvantaged Learners" - J. P. McKelpin, Director
Bureau of Educational Research
North Carolina College
11:00 Team problems

4. Thursday, June 18

9:00 "Identifying the Needs of Learners" - W. H. Brown, Dean
Graduate School
North Carolina
11:00 Team problems

5. Friday, June 19

9:00 The Case Conference and Teacher's Reports
10:00 "Developing Verbal Fluency in Culturally Disadvantaged Pupils" - Frank G. Jennings
Educational Consultant
New World Foundation, and
Editor-at-Large, The Saturday Review

6. Monday, June 22

9:00 Beginning Where Students Are
10:00 "Helping Children and Youth Develop Positive Self-images" - William Howell
Department of Sociology
North Carolina College
11:00 The New York Programs

7. Tuesday, June 23

9:00 Using Appropriate Content
10:00 The Banneker Project
11:00 "Increasing Parental Responsibility through Home-School Contacts" - Octavia Knight
Department of Education
North Carolina College

8. Wednesday, June 24

9:00 "Variety of Material and Activities"
Natalie Mintz, Teacher
The BRIDGE Project
New York, New York
10:00 "Identifying Needed Reading Skills"
Willa Bryant
Reading Improvement Program
North Carolina College
11:00 "Varying Content and Methods" - Natalie Mintz
Teacher
The BRIDGE Project
New York, New York
2:00* Natalie Mintz, Teacher, The BRIDGE Project

9. Thursday, June 25

9:00 The Meridian Program
10:00 "Developing Needed Reading Skills"
Willa Bryant
Reading Improvement Program
North Carolina College
11:00 "Developing Newer Educational Programs for Special Groups" - Richard E. Lawrence
Associate Secretary for Research and Studies
American Association of Colleges of Teacher Education

10. Friday, June 26

9:00 Discipline
10:00 "Developing Skill in Listening to Oral Presentations" - Willa Bryant
Reading Improvement Program
North Carolina College
11:00 The Case of James B.

11. Monday, June 29

9:00 Studying Teacher Influence, I
10:00 "Counseling the Disadvantaged Child"
Ray Thompson
Department of Education
North Carolina College
11:00 Team progress reports

12. Tuesday, June 30

9:00 Studying Teacher Influence, II
10:00 "Developing Concepts through the Use of A-V Materials" Norman C. Johnson
Department of Education
North Carolina College
11:00 Team progress reports

13. Wednesday, July 1

9:00 Studying Teacher Influence, III
10:00 "The Cycle of Poverty, the Schools, and the North Carolina Fund" - William A. Darity**
Assistant Director for Community Development
The North Carolina Fund
11:00 Greetings and Observations from:
Robert Cousins
Southern Education Foundation
Atlanta, Georgia

14. Thursday, July 2

9:00 Studying Teacher Influence, IV
10:00 "The Economic Outlook for Negroes"
John H. Wheeler, President
Mechanics and Farmers Bank
Durham, North Carolina
11:00 Team progress reports

15. Friday, July 3

9:00 Studying Teacher Influence, V
10:00 Final team reports
11:00 Planning and Evaluation

D. Evaluation

1. In order to determine the short-term effectiveness of the Institute's experiences, an instrument based on the contents of readings, discussion, materials, and summaries of presentations, will be administered to the participants on the first day. No references per se will be made to the items on this instrument during the course of the Institute. The same instrument will be readministered to the participants on the last day of the Institute. The pre-experience and past-experience results will be compared.

2. In order to determine the relationship between an established goal and a selected procedure for reaching it, it is hoped that the entire group may be able to return in the Spring to report on the effects of their respective projects.

E. Follow-up

Schools from which teams come will be visited during the fall and winter months to check on progress being made with projects and to provide any assistance possible.

F. Annotated Bibliography

All items are recommended. Required items will be identified.

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*Additional session, "Contribution to a Symposium on Teaching in Schools for the Disadvantaged."

**This represents the only change in the provisional schedule of events. George H. Esser, Jr., Director of the North Carolina Fund, due to the pressure of other activities.

The plan was carried out as outlined. In addition, two other features were incorporated. The twenty-one participants were randomly assigned to three groups. Each group was then delegated the responsibility for managing the sessions for one week. Management tasks included presiding, keeping time, distributing materials, collecting evaluation forms, preparing bulletin boards, and presentations through panel discussions and/or role-playing.

The other feature was the sharing of certain of the visiting consultants with other summer school classes meeting at the hour the consultants were scheduled to make a presentation. These features providedthe institute with the needed advantages of personal involvement and a sense of variety in activity.

The Action Projects

Each team selected a limited problem involving the provision of educative experiences which, in the judgment of the members of the teams, represented an aspect of the problematic situation of their schools that needed attention. With the problem identified they struggled, in turn, with the specific question they sought to answer through action, the action hypothesis as a statement of the principle in terms of which procedures could be specified, the statement of procedures.[6]

The teams of the respective schools were encouraged to formulate the problem, and the action designed to reach a solution

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[6]Stephen M. Corey, Action Research to Improve School Practices (New York: Bureau of Publications, Teachers College, Columbia University, 1953), pp. 40-41.

to it, with as comprehensive a view as it was possible for them to adopt of their school situations. In developing their projects, they were encouraged to formulate a plan with these factors in mind.

1. The conditions and educational needs of the learner
2. The framework of policy of the central administrative unit
3. The orientations and concerns of members of the school faculty
4. The climate of opinion existing in the community in general and the parents in particular
5. Resource persons on whom they could count
6. Financial resources available
7. Physical facilities available

The plans which are telescoped below were developed to conform with the general specifications outlined above.

School A

The Situation

The School A pupils are not making satisfactory progress in reading and reading is regarded as the foundation of academic achievement.

The Problem

Are particular children retarded readers because they have not had enough attention paid to their learning difficulties by teachers, and not enough encouragement to read by parents?

Action Hypothesis

Children who are retarded in reading by more than a given number of months can be helped to improve their reading skills through (1) the use of an individualized system of teaching reading, and (2) enlisting the support of parents.

Planned Procedures

1. Select control and experimental groups at third and fifth grade levels matched on age, sex, tested intelligence, and reading achievement.
2. Pupils in the control groups will proceed as usual with major emphasis on the basic test and without any change in teacher-parent-school relationships.
3. Pupils in the experimental groups will receive an orderly presentation of materials based on individual diagnoses, with an emphasis on the inductive approach and concentrated remediation.
4. Parents of pupils in the experimental group will be acquainted with their children's reading problems, and their help will be sought in attacking the problems through pointing out particular things which they can do for the child during non-school hours.
5. The gains made by the control and experimental groups will be compared at the end of each year in order to reach a conclusion regarding the effectiveness of the practices. The project is designed to cover a two year span of time.

School B

The Situation

Negative self-images seem to be the natural end product for children who grow up in disadvantaged groups and students who view themselves negatively seldom achieve in line with their potential.

The Problem

Can low self-esteem, incurred and reinforced by the practices of daily routine, be improved through school experiences?

Planned Procedures

1. Select control and experimental groups entering seventh grade to be matched on achievement and tested intelligence. Assessments will also be made of interest in school work.
2. Pupils in both control and experimental groups will spend three hours in a Language Arts-Social Studies block and two hours in a Mathematics-Science block and both groups will remain with the same homeroom and block teachers for a two-year period.
3. While the control groups will proceed as usual, the experimental will depart from the customary practices in the following ways:
   a. Materials and procedures will be selected on the basis of (1) their providing characters and situations with which pupils can identify, and (2) their having a wide enough spread in level of complexity so that pupils may begin at a level where they can be successful and move at a pace consistent with their rate of learning.

b. Parents will be visited and encouraged to take a part in helping their children in specific ways both in school and out of school.

c. Community agencies and resource persons will be requested to perform certain tasks designed to be helpful to the pupils in changing their self-images.

4. The control and experimental groups will be compared at the end of each year of the project as a basis for collecting evidence regarding the effect of the practices used. The comparison will involve both achievement and self-esteem.

School C

The Situation

Upper grades pupils at School C are not making satisfactory progress in reading and arithmetic both of which are regarded as necessary for scholastic success.

The Problem

Can the level of achievement in reading and arithmetic of upper grade pupils at School C be raised through organizing for instruction in the subjects?

Action Hypothesis

The level of achievement in reading and arithmetic for upper grade pupils at School C can be raised by (1) establishing instructional groups characterized by a minimum of variation in levels of achievement, and (2) enlisting the cooperation of parents in realizing the aims of the school.

Planned Procedures

1. In the upper grades, three experimental instructional groups will be formed on the basis of the results of reading and arithmetic achievement tests which were administered during the Spring of 1964, two other groups will serve as controls.
2. Except possibly at the lower and upper extremes, the experimental instructional groups will be formed in such a fashion that successive groups of about 30 pupils will be selected with a minimum of variation in achievement for each subject, respectively.
3. In the event that variation in the extreme groups must be relatively extended, then compensation will be made by reducing the number of pupils in these groups.
4. Reading will be scheduled for all experimental upper grade classes at the same hour and arithmetic will be scheduled for all experimental upper grade classes at the same hour so that each child will be able to report to the group to which he has been assigned for reading and arithmetic. For other subjects and activities the self-contained classroom organization will be operated as usual.
5. Teachers of the experimental groups will use materials and procedures calculated to remove identified individual learning difficulties in an orderly and sequential fashion.
6. As pupils progress beyond the limits set and/or reset for the group at any particular point in time, they will be

moved to the next appropriate group.

7. Parents will be acquainted with this new program feature and encouraged to carry out specific tasks during out-of-school hours that can be expected to help children in moving toward school goals.
8. Parents will also participate in the school program by giving group supervision on a scheduled basis so that teachers may plan and confer as needed.
9. Case studies and case conferences will be used by teachers to gain better understanding of individual pupils.
10. Gains made during the year by the experimental groups will be compared with those made by the control groups.

School D

The Situation

The longer children at School D remain in school the further below national norms their achievement falls.

The Problem

Will closer parental involvement in the program of the school enable primary pupils to maintain a higher level of achievement as they move on through the upper elementary grades?

Action Hypothesis

Parental involvement in both the school program and in the systematic provision of selected out-of-school experiences can improve achievement motivation and performance as pupils progress through the school.

Planned Procedures

1. Establish two control groups and one experimental group in both the first and third grades matched on tested intelligence, achievement, age, educational level of parents, number of siblings, sex, and family intactness.
2. Control groups will be provided learning experiences in the usual manner.
3. Experimental groups will be provided learning experiences with parent involvement (a) in orientation to the experience needs of pupils, (b) in carrying on certain out of school experiences, and (c) in participation in enrichment activities in the school program.
4. Annual gains and level of achievement for experimental groups will be compared with those of the control groups to ascertain the effect of the practices.

School E

The Situation

Isolated social groups often fail to provide a wide range of participation roles for young people.

The Problem

How can pupils be provided sufficient opportunity and encouragement to develop skills in oral language, effective thinking, and leadership?

Action Hypothesis

Systematic involvement of pupils in planning, executing, and evaluating a wide range of class and extra class activities can be

employed to develop skills in oral language, effective thinking, and leadership.

Planned Procedures

1. Second and eighth grade classes will take part in the project.
2. Pupil performances in oral language situations will be recorded and played back for evaluation by pupils and teacher.
3. Selected radio and television programs will be used for discussion and evaluation.
4. Activities which will be employed to provide opportunity to develop and practice requisite skills

   a. forums
   b. creative writing
   c. interpretation of poems and songs
   d. speech choirs and dramatic productions
   e. making announcements
   f. giving directions
   g. presiding at club meetings
   h. problem-solving in group situations
   i. etc.

5. Parents will be acquainted with the program and public performances will be staged where parents will constitute a large part of the audience.
6. Progress will be evaluated through the use of recordings and photographs.

School F

The Situation

Pupils in School F are not making satisfactory progress in reading.

The Problem

How can reading motivation and reading skills in selected classes at School F be raised?

Action Hypothesis

Reading motivation and reading skills can be improved by (a) emphasizing reading in all subjects, (b) employment of an individualized system of learning reading skills, (c) broadening and enriching experiences through visits to places of interest, (d) improving self-images of pupils through the use of resource persons with whom the children can identify, and (e) securing the cooperation of parents in providing a conducive home study atmosphere and additional reading materials.

Planned Procedures

1. Assessments will be made of the current levels of pupils reading skills.
2. Teachers will make home visits and parents will visit classes.
3. Teachers will use materials calculated to engage each pupil at the point of need and in a sequence designed to move each as far forward as possible at a speed commensurate with his learning rate.
4. Parents will be acquainted with the learning needs of their children and will be helped to see how they can help children satisfy their needs.
5. Visits will be made to places of interest that can be used to reinforce concepts and skills being learned.

6. Gains in reading at the end of the year will be compared with gains of previous classes at the same age-grade status.

School G

The Situation

A majority of the pupils of School G fail to achieve in reading at a level consistent with their potential.

The Problem

How can the level of reading achievement of those pupils who are not now working up to their potential be raised?

Action Hypothesis

The level of reading achievement of those pupils who are not working up to their potential can be raised through the use of techniques of motivation and skill building.

Planned Procedures

1. On the basis of reading tests administered in the Spring, 1964, the reading status of pupils in grades 5, 6, and 8 will be determined.
2. Divide pupils in each class into three groups based on an analysis reading difficulties.
3. Systematic application of a balanced emphasis on three factors will constitute the main strategy.
   a. Building needed reading skills
   b. Increasing speed and concentration
   c. Setting higher self goals through self evaluation

4. Classes will be divided into two teams on the basis of the average gain for a given group of lessons and the teams will compete for the higher average over the next group of lessons.
5. Parent contact will be used to inform them of the aims of the project and of the progress of their pupils; ministers in local churches will be asked to encourage parents to support the project.
6. Performance on standardized reading tests at the end of the year will be compared with the performance of previous age-grade groups in order to ascertain the effect of the practices.

Next Steps

In the immediate future, several tasks must be performed. One of these is visitation by the writer with the teams at their various schools. This will be done in the Fall as the projects are initiated and probably later during the winter or early spring. The teams must design and use forms for recording data to be collected at various stages in the operation of the project. The technique to be used in analyzing the data collected must be clearly understood.

Another task which confronts the participants in the Institute as a group is the decision regarding the feasibility and need of a Spring conference for reporting progress.

A determination must be made of how the needs of the present participants as well as those of the eighty-odd other administrative units in the State can be met in reference to providing for

meeting the educational needs of culturally disadvantaged learners. These steps do not exhaust the possibilities, but they appear to be the most pressing ones.

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Describes several approaches that have been utilized by schools and communities, with the sponsorship of the Ford Foundation, to combat juvenile delinquency among the culturally deprived. Includes descriptions of programs in Chicago, Illinois; Los Angeles County, Richmond, and Santa Monica, California; Detroit, Michigan; Syracuse, New York; and Provo, Utah.

2. Association for Supervision and Curriculum Development, a department of the National Education Association. "Disaffected Children and Youth." Educational Leadership 20: 291-318, 337-53; February 1963.

3. Ausabel, David P. "A Teaching Strategy for Culturally Deprived Pupils," School Review 71: 454-63.

. . . much of the lower-class child's alienation from the school is not so much a reflection of discrimination or rejecting attitudes on the part of teachers and other school personnel - although the importance of this factor should not be underestimated; it is in greater measure a reflection of the cumulative effects of a curriculum that is too demanding of him, and of the resulting load of frustration, confusion, demoralization, resentment, and impaired self-confidence that he must bear.

An effective and appropriate teaching strategy for the culturally deprived child must therefore emphasize these three considerations:

a. selection of initial learning material geared to the learner's existing state of readiness

b. mastery and consolidation of all ongoing learning tasks before new tasks are introduced, so as to provide the necessary foundation for successful sequential learning and to prevent unreadiness for future learning tasks, and

c. use of structured learning materials optimally organized to facilitate efficient sequential learning.

Doing without being interested in what one's is doing results in relatively little permanent learning, since it is reasonable to suppose that only those materials can be meaningfully incorporated on a long term basis into an individual's structure of knowledge that are relevant to areas of concern in his psychological field. Learners who have little need to know and understand quite naturally expend little learning effort; manifest an insufficiently meaningful learning set;

fail to develop precise meanings, to reconcile new ideas with existing concepts, and to formulate new propositions in their own words; and do not devote enough time and energy to practice and review. Material is therefore never sufficiently consolidated to form an adequate foundation for sequential learning.

4. Boutwell, William D. "What is Happening in Education?," PTA Magazine 57: 11-12, October 1962.

What is it like to be culturally disadvantaged? What is it like never to hear standard English spoken in your home or community? What is it like never to have had a newspaper, book, or magazine in your home? What is it like never to have seen anyone in your home write anything? What is it like never to have had anyone tell you a story or read to you when you were little? What is it like never to have had anyone speak to you except in terms of abuse? What is it like never to have had anyone listen to you tell what you did in school today? What is it like never to have traveled more than a few blocks from your home? What is it like to go to a different elementary school every few months as you move from one room or home to another a few blocks away? What is it like to be hungry most of the time, to feel tired and sleepy in school and not know why? What is it like to have no one to see that you get to school every day? What is it like never to have known a kind adult?

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Discusses the role of the schools in the improvement of slum conditions, suggesting adjustments in curriculum and school organization to meet the special needs of these areas. Stresses vocational education, parent involvement, inservice training of teachers and improved school facilities.

7. Delmo, Della-Dora. "The Culturally Disadvantaged: Further Observations," Exceptional Children 29: 226-36, January 1963.

   a. The nature of current social-cultural forces which affect education in urban areas
   b. Some of the specific effects of these forces on the teaching-learning process
   c. Ideas for action to help solve education problems deriving from social-cultural factors

Action programs

Health screening projects- cultural free instruments

New textbooks with proper recognition to minority groups in illustrations and content - blocktime classes to provide group-guidance home base-counseling services - school community agents to act as liaison agents - use of classrooms after school hours as quiet study centers - field trips - reduction in size of classes - intensive inservice training. Direct teaching aimed at changing attitudes and self-concepts should be made available to parents and students.

8. Educational Policies Commission. "Education and the Disadvantaged American," NEA Journal 51: 8-12, April 1962.

Condensation of a new publication of the Educational Policies Commission of the National Education Association and the American Association of School Administrators.

9. Flanders, Ned A. and Edmund Amidon. "Two Approaches to the Teaching Process," NEA Journal 51: 43-45, May 1962.

Shows that higher standards can be achieved by asking questions and then using student ideas, perceptions, and reactions to build toward their greater self-direction, responsibility, and understanding.

10. Frazier, Alexander. "Teaching the Culturally Deprived," National Elementary School Principal 42: 16-19, February 1963.

Helping children tell us what they know
Valuing all of children's learnings
Planning in terms of prior experiences
Planning for varied learning
Providing a richer learning environment

11. Krugman, Morris. "The Culturally Deprived Child," NEA Journal 50: 23-24, April 1961.

Characterizes the deprived child in terms of social, economic, and intellectual factors. Discusses programs and methods used in the Guidance Demonstration Project and the Higher Horizons Program.

Appraisal of ability and teacher outlook
Early identification
Self-concepts, aspiration levels, and education sights
Raising educational achievement
Adequate guidance
Raising the cultural level

12. Kvaraceus, William C. "Helping the Socially Inadapted Pupil in the Large City Schools," Exceptional Children 28: 399-404, April 1962.

Maintaining the school as an ego institution
The teacher as a person and a professional worker
Emotional needs of pupils and teachers
The growing threat of impersonality
Special services for pupils and teachers

In most classrooms the cognitive aspects of life experience and the learning process are played up and the emotional aspects are played down. We understress the emotional life of the pupil until his difficulties are so pronounced that this dimension can no longer be denied. The teacher does not generally trust emotions - his own or those of his pupils. He only seeks to repress or deny them.

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". . . Each child when throoughly identified will be found to have certain strengths, weaknesses, hopes, wishes, fears, feelings and goals which can be topped just as any other child if we can eliminate from our perceptions the negativism and the unconscious prejudices towards difference that we have been so long developing.

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Contends that the American cultural heritage, as reflected in history texts, our legal and social institutions, and our daily relationships, has denied the Negro child the power to look at himself and acquire a feeling of strength and worth in terms of the people from which he came.

15. Mitchell, Charles. "The Culturally Deprived - a matter of concern," Childhood Education 38: 412-20, May 1962.

Reinforcements needed by culturally deprived

Positive self-image

Knowledge of essential such as nutrition and health

Implicit sense of identification with a stable family in a stable neighborhood

Security and freedom from want, both material and emotional

The self confidence and motivation to achieve that which rubs off on the child who is surrounded by things and involved in experiences both at home and at school either as symbols of success or significant achievements

Five part program - Teacher training, adapting instructional materials, changing organizational patterns, extra personnel, school-home-community activities

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